Introduction

The Education for Employment (E4E) Plan is a local tool to plan for the development, collaboration, resource sharing, and broad community support for current, new, or improved learning opportunities for students in grades PK to 12. This plan affirms the commitment to and the actions of school communities to: prepare elementary and secondary students for future employment; ensure technological literacy; promote lifelong learning; encourage good citizenship; advance collaboration among business, industry, labor, post-secondary schools, and school districts; establish a role for public schools in the workforce and economic development of Wisconsin.

History

E4E was established in 1985 in response to the growing concern over the number of youth who failed to make a successful transition from school to the world of work. s. 121.02 (1)(m), Wis. Stats., states that every school board shall provide access to an E4E program approved by the state superintendent. Chapter PI 26, the administrative rules for E4E, was revised and became effective on July 1, 2004. Prior to the submission of the 2004 E4E plans, the state superintendent issued the "Revised Education for Employment, An Implementation and Resource Guide" (hereafter referred to as the "E4E Guide"). Chapter PI 26 defines E4E, describes the process for developing E4E plans, and establishes performance indicators for E4E opportunities. E4E long-range plans, developed by school boards, are to be reviewed annually by tech prep councils (created under s. 118.34, Wis. Stats.) and revised if necessary at least once every five years. September 1, 2009 represents the five year revision date for E4E plans.

2009 Revisions

Although the administrative rules have not changed, the plan components outlined in the following pages have been updated from the 2004 Model Plan found on pages 19-22 of the E4E Guide. The updates in the plan components reflect current educational terminology and align with education, economic, and workforce development initiatives essential to preparing our students for the 21st century.

Districts are encouraged to build on the foundation of the 2004 E4E plan, comprehensive school counseling program efforts, local and state career and technical education efforts, as well as partnerships within the community, including economic and workforce development boards, to develop this PK-12 plan. Districts are not required to use the specific format detailed as follows; however, a similar format is recommended. From a regional perspective, consistency in local plan development will improve communication between, among, and across all stakeholders. Additional resources and website links are available at the following website: www.dpi.wi.gov/cte/e4eindex.html.

Plan Approval and Submission

The planning and implementation process for an E4E program must be approved by the local school board (PI 26.01). The board is also required to submit a copy of the district plan to the regional Tech Prep Council and to the Department of Public Instruction for program approval under PI 26.03, Wis. Admin. Code, once every five years. The next submission is due September 1, 2009. The Department will grant extensions to the deadline. Please visit the E4E website at www.dpi.wi.gov/cte/e4eindex.html to request an extension. School districts are to submit the plan following the instructions outlined on the Transmittal Form (PI-8020) available at the same site.

Under the provisions of the administrative rule (PI 26), the regional Tech Prep Council is responsible for annually reviewing local districts' plans for E4E. The purpose of the annual review is to facilitate coordinated programming between the school and the council; to more closely align the regional Tech Prep Council's goals and objectives with those common to the school districts within the Council's service area; and ultimately, to create a more effective delivery of programs for students. The regional Tech Prep Council will review each submitted plan.

Districts may also wish to share a copy of the E4E plan and progress reports with regional stakeholders such as Workforce Development Boards, Economic Development Boards, Cooperative Educational Service Agencies (CESA), technical colleges, advisory committee members, and residents.

Plan Components

The plan components identified below are based on Administrative Rule PI 26 and serve as a guide to developing a long-range E4E plan. The E4E plan is not solely a description of current practices; instead it is a plan of action and should set forth reasonable goals and objectives based on district needs.

Administrative Rule PI 26, as it relates to each plan requirement, is cited in *italics*.

There are numerous resources available to assist districts in developing an E4E plan. Information provided from Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270) applications may be a valuable resource; however, responses in these applications tend to focus on grades 7-12.

A *PK-12 E4E Program Description and Long Range Plan Template* has been developed to assist districts in articulating goals, identifying partners, and developing implementation timelines and evaluation methods. This template is an optional resource but may provide necessary guidance and implementation support to the district and its partners in the development of these programs.

Throughout the document, hints on developing quality responses are designated with this icon:

A. Introduction to the Plan

> **An introduction to the plan frames the process used to review, develop and revise the E4E plan with the goal of assisting all stakeholders in an understanding of the plan. The development team, key stakeholders, resources, and evaluative instruments or procedures utilized may be included.**

- This plan is not meant to be solely developed by the E4E Coordinator or a single designee from a district. An E4E plan should be developed through a team effort with numerous stakeholders involved.
- Each team member should review the administrative rules that apply to the development of an E4E plan.

B. Education for Employment Coordinator

PI 26.04 (2) The board shall designate a staff person certified under s. PI 34.32 (7) (a), to coordinate and direct the education for employment program.

> **Identify who will lead and coordinate the district's E4E program and how it will be coordinated.**

- Districts must identify a licensed staff member (Local Vocational Education Coordinator—LVEC or Career and Technical Education Coordinator—CTEC) to coordinate the district E4E program.
- Districts may form a consortium or partnership agreement for this purpose. Those currently part of an established consortium may extend that arrangement to include E4E coordination, if desired.
- Consider how the coordinator disseminates information both vertically and horizontally within the district and with other stakeholders.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.

C. Tech Prep Council Representative

PI 26.04 (1) The board shall insure district representation on the technical preparation council as created under s. 118.34 (2), Wis. Stats.

> **Identify who will represent the district on the regional Tech Prep Council.**

- A district staff member may assume this responsibility or districts already part of an established consortium may elect to have a consortium representative on the Tech Prep Council rather than naming a representative from each district.

- Districts may also form a consortium or partnership for this specific purpose and then send a partnership representative to present the views and opinions of the respective districts.
- Consider including how the Tech Prep Council representative disseminates information from the Tech Prep Council to other stakeholders both within and outside of the district.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.

D. Community Profile

PI 26.03 (1) An education for employment long range plan shall be developed by the board….The plan shall include all of the following: (a) An analysis of local, regional and state labor market needs and the education and training requirements for occupations which will fill those needs.

Describe the community, the school district, and the structure under which the school district operates. Include in this profile any factors which may be relevant to the district Education for Employment program.

- Suggested data to use in the creation of the community profile includes:
  - labor market information
  - local economic development and job creation
  - graduate follow-up studies
  - occupational and employment projections
  - community and/or district demographics
  - evaluation of current programs
  - student needs and interests
  - projected impact of the Education for Employment program on local economic development, workforce development, and job creation.
- Reports may be available from economic and/or workforce development offices that provide a regional perspective.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.
- This section may align to Carl Perkins Application Section II.

E. Collaboration and Partnerships

PI 26.04 (3) The board shall encourage the development of business and education partnerships. (4) The board may coordinate the education for employment program with other public school districts; CESAs; technical college districts; colleges and universities; and work force development programs.

List the names of and purposes of the school/business/community partnerships in which the district is currently engaged, and describe the associated goals and activities of each.

- Describe how the E4E program has been coordinated with other public schools; cooperative educational service agencies; Wisconsin education systems (DPI, WCTS, and the UW); private colleges and universities; business; community organizations (such as chambers of commerce); economic and workforce development boards; and other local, county, regional, and state job-training programs.
- Business and education partnerships are vital to a successful E4E program. Consider how the district is encouraging the development of business and education partnerships.
- Carl Perkins Application Section VI may provide some assistance in the development of this section.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.
- The *PK-12 E4E Program Description and Long Range Plan Template* may be used for this section. The template can be found at www.dpi.wi.gov/cte/e4eindex.html.

F. Career & Technical Education Programs

PI 26.03 (1) An education for employment long range plan shall be developed by the board…The plan shall include all of the following: (b) A description of vocational education/career and technical education provided in the district…PI 26.03 (3)(c)(3) Instruction which provides for the practical application of academic skills and applied technologies…

Discuss the integration and practical application of academic skills, applied technologies, and work-based learning opportunities in Career and Technical Education programs throughout the district.

- Specifics to address career and technical education (CTE) programs may include*:*
    - types of programs
    - number of teachers
    - courses with descriptions
    - Career & Technical Student Organizations (CTSOs) offered
    - district implementation of the Career Clusters/Pathways model
    - how CTE students are offered a strong experience in understanding of all aspects of an industry
    - work-based learning opportunities available and the number of students participating
- Carl Perkins Section III may provide guidance in development of this area.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.
- The *PK-12 E4E Program Description and Long Range Plan Template* may be used for this section. The template can be found at www.dpi.wi.gov/cte/e4eindex.html.

G. Work-based Learning

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations in good citizenship and which links academic and occupational standards to workplace skills and experiences…(a) Career awareness at the elementary grade levels. (b) Career exploration at the middle grade levels. Career exploration shall address stereotyping and may include work based learning experiences and career research identifying personal preferences in relation to future work roles. (c) Career planning and preparation at the high school levels…

Describe the work-based learning experiences available to students at every grade level, including specialized programming, how it is coordinated, and participation levels.

- This section may align to Carl Perkins Application Section III.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.
- The *PK-12 E4E Program Description and Long Range Plan Template* may be used for this section. The template can be found at www.dpi.wi.gov/cte/e4eindex.html.

H. Tech Prep Programs

PI 26.03 (3) (c) (5) Pupil access to technical education programs which have a curriculum incorporating accurate national, regional, and state labor market information, include labor market supply and demand.

Discuss how current and planned tech prep programs are provided in the district.

- Specifics on tech prep programs may include the following:
    - Integrated academics and career and technical education programming
    - Number of students who participate annually in these programs
    - Technical skill proficiencies attained
    - Industry-recognized credentials earned
    - Articulation agreement development; including description, utilization, and participation
- Definition: Technical preparation programs combine two years of secondary education with a minimum of two years of postsecondary education in a non-duplicative, sequential course of study. Tech Prep programs integrate academic, vocational, and technical instruction. Programs provide technical preparation in career fields; build student competence through applied

contextual academics in a sequence of courses; lead to an associate or baccalaureate degree in a specific career field; and lead to placement in appropriate employment or further education. (Tech prep definitions vary by legislating authority and date)

- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.
- The *PK-12 E4E Program Description and Long Range Plan Template* may be used for this section. The template can be found at www.dpi.wi.gov/cte/e4eindex.html.

I. Career Development & School Counseling

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations in good citizenship and which links academic and occupational standards to workplace skills and experiences…(a) Career awareness at the elementary grade levels. (b) Career exploration at the middle grade levels. Career exploration shall address stereotyping and may include work based learning experiences and career research identifying personal preferences in relation to future work roles. (c) Career planning and preparation at the high school levels…

Describe how the district addresses career awareness, career exploration, and career planning and preparation at appropriate developmental levels.

- The following are quality comprehensive school counseling program (career domain) components:
  - A school counseling program mission statement that aligns with the goals of the school district.
  - An established advisory committee that meets on a regular basis.
  - A career education curriculum that is aligned with the Wisconsin Comprehensive School Counseling Model Academic Standards.
  - Individual Learning Plans that are in place for all students by the end of grade 8.
  - Student planning conferences that occur at least once in grades 6-8, and at least once in grades 9-12, and that are focused on students' post-secondary goals.
  - Identified business and community partnerships with specified roles in the school counseling program.
  - Ongoing professional development for school counselors and other professional staff involved in the delivery of the comprehensive school counseling program.
  - An evaluation component directed at measuring the school counseling program's positive impact on student achievement.
- This section may align to Carl Perkins Application Section V.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.
- The *PK-12 E4E Program Description and Long Range Plan Template* may be used for this section. The template can be found at www.dpi.wi.gov/cte/e4eindex.html.

J. 21st Century & Employability Skills

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences.. (c) career planning and preparation at the high school levels, including all of the following…(3) instruction which provides for the practical application of academic skills and applied technologies…(4) the study of the practical application of economics and American economic institutions, include entrepreneurship education.

Describe how educators from all grade levels and through numerous disciplines use 21st century and employability skills to align instruction and create curriculum and activities designed to infuse and assess such skill proficiency within the PK-12 Education for Employment Program.

- Areas to consider include:
  - **Global Awareness**. Globally competent students develop literacy in these areas: communication, citizenship, careers, culture, and community. Consider how educators from all grade levels and through numerous disciplines use global awareness and literacy standards

to align instruction and create curriculum and activities designed to study global cultures, global challenges, and global connections.

- o **Financial Literacy**. Consider how educators from all grade levels and through numerous disciplines use financial literacy standards to align instruction and create curriculum and activities designed to instill a desire to be financially literate and responsible.
- o **Entrepreneurial Literacy**. Consider how the study of the practical application of economics and American economic institutions, including entrepreneurship education, together with the knowledge of business operations and its role in the current economy, is incorporated into the PK-12 curriculum.
- o **Civic Literacy**. Consider the study of the knowledge and skills necessary for effective participation in community and government, both local and national.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.
- Consider Section VII of the Carl Perkins Application for input.
- The *PK-12 E4E Program Description and Long Range Plan Template* may be used for this section. The template can be found at www.dpi.wi.gov/cte/e4eindex.html.

K. Program Access, Nondiscrimination, and Closing Achievement Gaps

PI 26.03 (3) The program shall provide to all pupils in grades kindergarten through 12 access to an education for employment program which provides for foundations of good citizenship and which links academic and occupational standards to workplace skills and experiences…(b) Career exploration at the middle grade levels. Career exploration shall address stereotyping and may include work based learning experiences and career research identifying personal preferences in relation to future work roles…

Describe how the district provides every student at each grade level PK-12 access to the appropriate components of the Education for Employment Program; as well as, how the district prepares students to actively participate in diverse work settings.

Helpful Hints

- The description may include efforts to prepare each student for diversity and multicultural competence in the 21ˢᵗ century along with district programs, efforts, or plans that address the goal of closing achievement gaps between groups of students.
- Consideration may be given to Carl Perkins Application Section VIII for input here.
- A district's Pupil Non-Discrimination Self-Evaluation Form (s. 118.13, Wis. Stats.) may also provide direction.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.
- The *PK-12 E4E Program Description and Long Range Plan Template* may be used for this section. The template can be found at www.dpi.wi.gov/cte/e4eindex.html.

L. Coordination of Related District Resources

PI 26.03 (2) The plan shall identify other educational program requirements that will be included in the education for employment program, including all of the following: (a) the school districts standards under s. 121.02 (1), Stats., (b) vocational skills required under s. 118.01 (2) (b), Stats., (c) High School graduation requirements under s. 118.33, Stats., (d) Programs for children at risk under s. 118.153, Stats., (e) Tech prep under s. 118.34, Stats., (f) Youth options under s 118.55, Stats., (g) Youth apprenticeship under s 106.13 (3) to (4), Stats…..

Identify other educational resources that are currently in or will become part of the Education for Employment program. Discuss how each is coordinated and evaluated for appropriate impact on the E4E program. Include the following:
- o **school district standards (s. 121.02 (1), Wis. Stats.)**
- o **vocational skills (occupational information, preparation for postsecondary education or jobs, positive work attitudes and habits)**
- o **high school graduation requirements**
- o **programs for children at risk**
- o **Tech Prep programs**

- o **Youth Options**
- o **Youth Apprenticeship**
- o **other local district requirements**

Helpful Hints

- The discussion of Tech Prep programs in this section differs from the expectation of Section G. Section G asks for a description of programming, whereas this section requests information regarding the coordination of these programs and program resources.
- May align to portions of Carl Perkins Application Sections III and VII for Grades 7-12.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.
- The *PK-12 E4E Program Description and Long Range Plan Template* may be used for this section. The template can be found at www.dpi.wi.gov/cte/e4eindex.html**.**

M. Professional Development Needs and Opportunities

PI 26.03 (1) An education for employment long range plan shall be developed by the board…The plan shall include all of the following: (c) A strategy to be used in developing the education for employment program and determining staff development needs…

> **Describe professional development opportunities to be developed both inside and outside the district, staff involved, and a development timeline that assists the district in providing direction, substance, and quality to the implementation of the goals of the E4E plan.**

Helpful Hints

- If staff development needs are addressed elsewhere in the plan, a further discussion is not necessary.
- Identify the opportunities that the district has or will conduct, purchase, or make available to district staff and stakeholders to assist with the implementation of the goals of the E4E plan.
- Resources can be found under Component Resources at www.dpi.wi.gov/cte/e4eindex.html.
- Consider Section IV of the Carl Perkins Application for input.
- The *PK-12 E4E Program Description and Long Range Plan Template* may be used for this section. The template can be found at www.dpi.wi.gov/cte/e4eindex.html.

N. Student Transcripts, Reporting, and Accountability

PI 26.03 (1) An education for employment long range plan shall be developed by the board…It shall be defined in incremental steps and shall be modified by September 1, 2004. The plan shall be reviewed annually…and revised, if necessary, at least once every 5 years by the board…PI 26.04 (5) Upon request, the board shall make available copies of the district's education for employment plan. (6) The board shall indicate on a pupil's transcript the name of the course; the high school credits earned and whether those credits were earned through advanced standing, transcripted credit, or the advanced placement program; and the participating postsecondary institution, when appropriate.

1. **Describe how the district Education for Employment program will be evaluated to measure program effectiveness and the process for modification and improvement.**

2. **Identify, through a narrative explanation or through example, how coursework completed outside of the normal high school curriculum (articulation agreements including advanced standing and transcripted credit agreements, advanced placement, industry certifications, and the like) will be documented on the high school transcript.**

Helpful Hints

- Identifying in this description the data, tools, and indicators (for example, (Vocational Education Enrollment Report (VEERS) Student Follow-Up Studies, Labor Market Indicators, or survey instruments) that will be used in this process can be useful.
- Resources can be found at www.dpi.wi.gov/cte/e4eindex.html.
- The *PK-12 E4E Program Description and Long Range Plan Template* may be used for this section. The template can be found at www.dpi.wi.gov/cte/e4eindex.html.